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egg-plant and cauliflower, and the next year to radishes alone followed by egg-plant, yielded at the rate of over $1,200 an acre per year."

Record yields of various crops are given and certainly look tempting to anyone who loves country life. The large number of crops that may be grown profitably will surprise many readers who thought they already knew about the possibilities. "Animals for Profit" includes a discussion of a snail park, frogs, turtles, bass, pheasants, dogs, cats, silver foxes, and bees. The résumé of the enormous advances in agricultural practice within the past ten years, opening of new agricultural territory by dry-land farming, irrigation, and by reclaiming of swamp areas, treatment of soils to retain or bring back or develop a high degree of fertility, can have no other result than to stimulate the general interest in farm life, and in this a great service has been done.

It must be said that there is no adequate solution of the great problem of who is to leave the city for the farm, and just how land is to be secured from them. There are many people who gladly would accept the tender of a good farm, but such a ready settlement of the difficulties does not seem immediately forthcoming.

Methods in Teaching. By ROSA V. WINTERBURN. New York: The Macmillan Co., 1907. Pp. 355. $1.25.

During the World's Exposition held at St. Louis, many teachers were attracted to the exhibit of the schools of Stockton, California. The interest in this exhibit stimulated the preparation of a book upon *Methods in Teaching,* intended to present the Stockton methods, rather than a solution of general educational problems. The first seven chapters of the book are given to literature, language, and word study, two chapters are given to arithmetic and one each to plant study, animal study, non-living things, geography, history in the primary grades, civics, and a closing chapter upon drawing, music, physical culture, and sewing.

Obviously the author believes either that literature, language, and word study should occupy most of the attention of the grades, or that more emphasis is needed to get a proper amount of work well done. The suggestions for work in these subjects are quite detailed, and more than one-third of the entire plan is given to this aspect of the work. In justification of this large emphasis the author says, "He who knows how to read, and who desires to read valuable and instructive books has gained a great part of his education." With this sentiment many school people would agree, but it would not follow that so large a proportion of the time should be given directly to the language work. As evidenced in the above quotation the value of reading depends quite largely upon the selection of reading about things that are worth while. It is important that people give more time to thinking about interesting and valuable material than that they should give so much of their time to consideration of forms of expression. I do not mean to minimize the importance of the latter, but to call attention to the fact that if more time were given to definite, clear, trustworthy thinking in arithmetic, history, etc., such would give the real basis for development of good forms of expression. It is difficult to secure good expression unless good impression precedes it.

The chapter on "Plant Study" was prepared by Mr. Edward Hughes, supervisor of nature-study in the Stockton schools, and it and the succeeding chapters upon natural history subjects will prove most helpful to many teachers. We cannot agree with the author when he says "nature-study is a common-sense subject and does not require special preparation of the teacher." If it is not "a common-sense subject" it has no place in the schools—indeed it and all other worthy subjects are common-sense subjects. The claim that it demands "no special preparation of the teacher," is just the thing that has so often brought nature-study into disrepute. In order to make nature-study fully justifiable in the schools the teachers need some familiarity with nature materials—some knowledge of nature. The proper point of view is also necessary, just as in a study of history or mathematics, but we should scarcely argue that point of view is all that is needed in any of these things.

The material included in the chapters that deal with nature subjects is all good and teachers will find most helpful suggestions as to methods of organizing these materials. The whole book should be studied by teachers who are looking for the best in education.

The Boy Geologist. By Edwin J. Houston, Ph.D., with illustrations by Herbert Pullinger. Philadelphia: Henry Altemus Company, 1907. Pp. 320. 4 illus. $1.

The Boy Geologist is an attempt at combination of story and presentation of a few ideas upon elementary science—mainly geology—and upon the methods of teaching elementary science. The first and second chapters, in addition to introducing the author's characters, are used in comparing the book-memorizing method of study, and a method of interpreting the real meaning of the text. It would have been more in keeping with the modern notions of science teaching had the author presented some kind of an argument for an interpretation of book discussions as based upon a previous or accompanying study of nature materials. It seems strange nowadays to have presented an argument against verbatum memorizing of books. Does anyone practice such a method?

Beside a discussion of the above point, the character representing the teacher is made to discuss with his boys a few minerals and the leading types of volcanoes. The latter discussion is interesting, but interwoven with it, and composing the rest of the book is a frivolous discussion of a more or less make-believe life of school boys, all of which greatly obscures the small amount of real merit the book possesses.

O. W. Caldwell

Trois Semaines en France. A Reader. By L. Chouville and D. L. Savory. Clarendon Press, 1908. Pp. 127.

The subject of this little book is a trip that three young men take through some of the most interesting parts of Brittany and Normandy. It forms a